

Ripon Area School District
2020-21
Charter School Authorizer Annual Report



Ripon Area School District Charter School Authorizer Annual Report 2019-20

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Section I: Authorizer Information

Authorizing Entity:	Ripon Area School District
Authorizer Address:	1120 Metomen Street, Ripon WI 54971
Authorizer Contact Person:	Mary Whitrock
Contact Person Title:	Superintendent
Contact Person Phone:	920-748-4600
Contact Person Email:	whitrockm@ripon.k12.wi.us

Section II: Charter School Information

Charter Schools Currently Under Contract:			
School Name (Yr. Opened/Closed):	Contract Start Date:	Contract Expiration Date:	Grades Served:
Journey (2013-14)	3/20/2020	3/20/2025	K-2
Quest (2010-11)	3/20/2020	3/20/2025	3-5
Catalyst (2012-13)	3/20/2020	3/20/2025	6-8
Odyssey (2019-20)	7/01/2018	6/30/2023	4K-12
Barlow Park Charter	7/01/2019	9/01/2025	K-2

Charter Schools Whose Contract Was Non-Renewed or Revoked:			
School Name:	Contract Start Date:	Date of Non- Renewal or Revocation:	Reason for Non- Renewal or Revocation:
n/a			

Charter Schools Currently Under Contract that have not Opened:		
School Name:	Contract Start Date:	Date School will open:
n/a		

Charter Schools that Closed:		
School Name:	Date of School Closure:	Reason for Closure:
n/a		

Section III: Academic Performance of Charter Schools

Barlow Park Charter - First Year

This document serves as the Barlow Park Charter School annual report for the Ripon Area School District Board of Education and the Barlow Park Charter School Governance Council. During the 2020-2021 school year, Barlow Park Charter School completed its school opening supported by the second year of the charter school grant.

Vision Statement

“Setting a positive trajectory for lifetime learning.”

Mission Statement

Barlow Park Charter School’s responsive environment encourages all learners to reach their fullest personal potential and become well-balanced, compassionate, curious citizens.

Foundations of Barlow Park Charter School

- Developmentally appropriate learning activities
- Play-based instruction for Play Workshop and academic areas
- Flexible, competency-based, multi-age groupings for literacy and math
- Research-based social skills program
- Multi-sensory and brain-based strategies
- Governance Council Leadership

Homeroom Teachers

Rachel Minch
Marissa Hopp

Heidi Hopp
Anna Kasukonis

Kathryn McMillan

Governance Council Members

Pamela Mumm
Jean Rigden
Andrea Young

Coleen Maugham
Carissa Sorensen

Sadie Parafiniuk
Bailey Patterson

School Description

Barlow Park Charter School is a K-2 elementary charter school in the Ripon Area School District, opening in the fall of 2020, with 100 students. Offering a play-based, competency-based learning environment, Barlow Park Charter School’s mission is to “encourage all learners to reach their fullest personal potential and become well-balanced, compassionate, curious citizens.” The competency-based model emphasizes responsive teaching and personalized learning by placing a student in their zone of proximal development rather than by their chronological age. By infusing purposeful play into both the play workshop and academic areas, students will have many opportunities to develop their social-emotional skills and executive functioning skills.

At Barlow Park Charter School everyone plays an important role for each child because *It takes a village to raise a child!*

The district contact for Barlow Park Charter School is Dr. Tanya Sanderfoot
100 Ringstad Drive Ripon, WI 54971; phone: (920) 748-1550; email: sanderfoott@ripon.k12.wi.us

Governance Strategic Initiatives

- Marketing
 - *Creates/implements a communications and marketing plan for student recruitment, retention, and enrollment that removes barriers and bias from the process.*
 - *Creates/implements a marketing plan that advertises and promotes the school, enrollment periods, and application procedures.*
- Member Development
 - *Develops/revisits the understanding of the Governance Board's roles and legal responsibilities.*
 - *Develops onboarding process for sustainability of a high-functioning Board.*
 - *Align onboarding process and Board roles/responsibilities with other Boards in the District.*
- Financial Responsibilities
 - *Develops/revisits understanding of the financial responsibilities of the governance board.*

Performance Measures

1. Y2: 100% of governing board members will receive high-quality instruction in two areas: 1) Governing authority and best practices of a charter school governing board; and 2) Educational philosophy and best practices of our selected educational and curricular model as measured by training attendance records, consultant invoices, and meeting minutes. **- MET**
2. Y2: All BPCS teachers will create intentional and responsive play-based learning environments in their classrooms and implement free and guided play-based activities within their classrooms as measured by curriculum development team logs, administrator observations, and teacher lesson plans and teacher-administrator goal meetings. **- MET**
3. Y2: All BPCS parents will attend their child's mid-semester progress conferences as measured by conference summaries recorded by teachers. **- MET (phone or virtual)**
4. Y2: By spring of 2021, at least 80% of K&1st grade students will demonstrate one year's growth on the phonological screener as measured by a comparison of results in fall vs. spring. Baseline data will be established in the fall of 2020. **-PARTIAL MET** At least 80% of in-person K/1 learners met proficiency in all areas except for *K rhyme recognition and production*. 74% of K students met proficiency in this area. (Due to COVID19, students remained in their grade level cohorts and were unable to fully participate in competency-based instruction until February. Had students spent a full year in competency-based instruction, they would have met this goal.)
5. Y2: By spring of 2021, at least 80% of K-2nd grade students will be at or above level or the sum/average of the class as a whole will be at, or above grade level as measured by the Fountas and Pinnell Benchmark Assessment System (F&P BAS) or similar leveled reading assessment. Baseline data will be established in the spring of 2020. **-PARTIAL MET** The average level for K was above level. The average levels for 1st and 2nd were not above level. (Due to COVID19, students remained in their grade level cohorts and were unable to fully participate in competency-based instruction until February. Additionally, baseline data for in-person students was set in the fall of 2020 because we were unable to assess students in the spring of 2020 due to COVID19. The average level of a second-grade student in the fall of 2020 was 14/mid-first grade level. When using this data, our students made over a year's growth.)

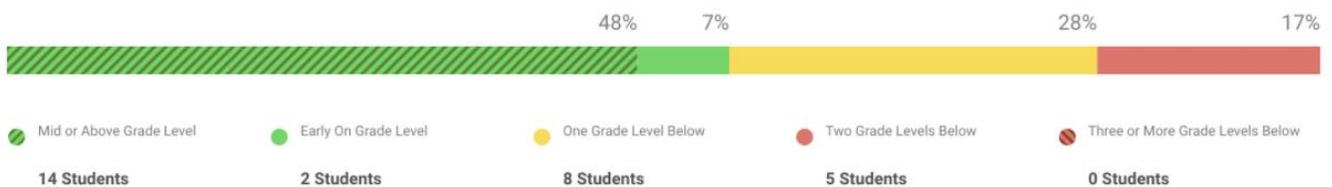
6. Y2: By spring of 2021, at least 80% of 2nd grade students will be at or above grade level or the sum/average of the class as a whole will be at, or above grade level as measured by iReady math and reading assessments. Baseline data will be established in the fall of 2020. **-PARTIAL MET** (Due to COVID19, students remained in their grade level cohorts and were unable to fully participate in competency-based instruction until February. Additionally, baseline data for in-person students was set in the fall of 2020 because we were unable to assess students in the spring of 2020 due to COVID19.)
7. Y2: By the spring of 2021, at least 75% of K-2nd grade students will demonstrate a full year's growth on the school-developed continuums for SEL, literacy, and math. **-PARTIAL MET** (Due to COVID19, students remained in their grade level cohorts and were unable to fully participate in competency-based instruction and cooperative play at Play Workshop until February. Data was tracked on a school-wide continuum in the office starting in February for reading and April for math. Just over 80% of students moved up in their reading level from February - May with 61% moving a whole text band. In math, 96% of students reached grade level proficiency in the counting cardinality/numbers in base-10 strand. Had students spent a full year in competency-based instruction, they would have met this goal.)
8. Y2: Staff will develop a system for tracking student progress beyond BPCS. **-MET**

Additional Performance Measures:

Reading: Grade 2 only

Overall Placement

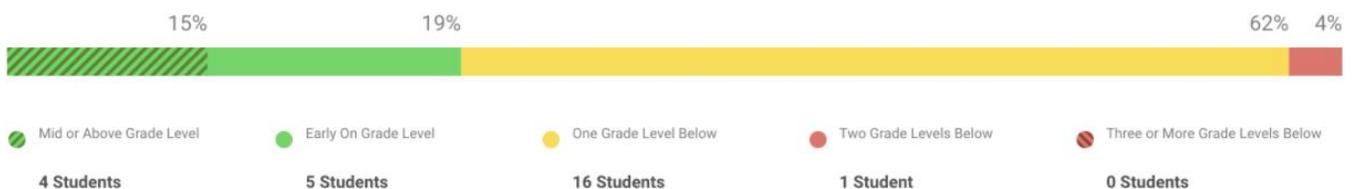
Students Assessed/Total: 29/29



Math: Grade 2 only

Overall Placement

Students Assessed/Total: 26/29



Attendance and Behavior Data By K-2 Schools

Elementary (4PS-2) Data Profile

	Mid-year 2020-21	End-of-Year 2020-21																								
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<p>Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. <i>These contacts do not include things like regularly scheduled small groups, classroom lessons, ongoing social skill instruction, college/ career-related meetings, scheduling, etc.</i></p> <ul style="list-style-type: none"> "Unduplicated" = Any student who was seen by a pupil services staff member, as outlined above. Students are only counted <u>once</u> in this total, even if they've been seen multiple times, and/or by multiple members of the team for that building. "Duplicated" = A running total of <u>cumulative</u> contacts made by the members of the team for that building. Example: if a student was seen 14 times, all 14 of those contacts are included in this number. 																										

Accomplishments for the 2020-2021 School Year

- COVID-19 Information - See [update](#) to RASD Board of Education
- August/September
 - Assessment Conferences
 - School Identity and Sense of Community
 - Nature Playground
 - Grand opening





- October
 - Virtual competency bands using Chromebooks
 - Lessons in the Nature Playground



- November
 - Play based centers



- December
 - Making snowflakes to review shapes
 - Whole group SEL lessons



- January
 - Midyear assessment review of data wall
 - Sight word practice
 - School Spirit Day



- February
 - Play-based stations
 - Science and Yoga with Ms. Jen in Puerto Rico
 - 100th day of school celebrations



- March
 - Super Hero Day
 - Nature Playground with water feature turned on!



- April
 - Brain Breaks in 2nd grade
 - Staff retreat in Kohler, WI
 - Play-based stations



- May/June
 - Camp Read A Lot in Kindergarten
 - Carnival



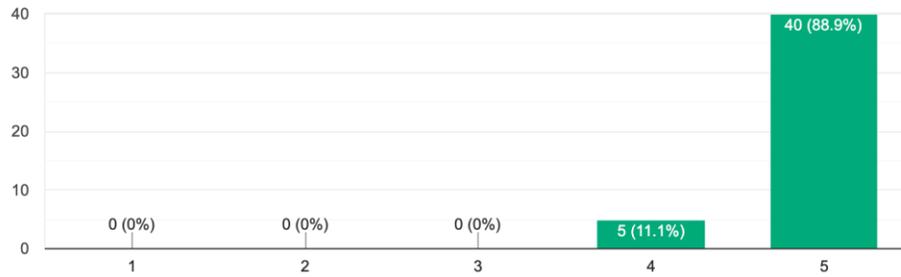


Parent Satisfaction Survey Highlights (46% participation)

How likely are you to recommend Barlow Park Charter School to a friend or colleague?



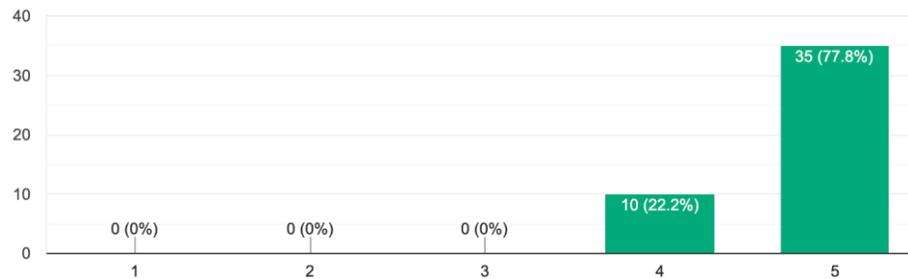
45 responses



How satisfied are you with school leadership?

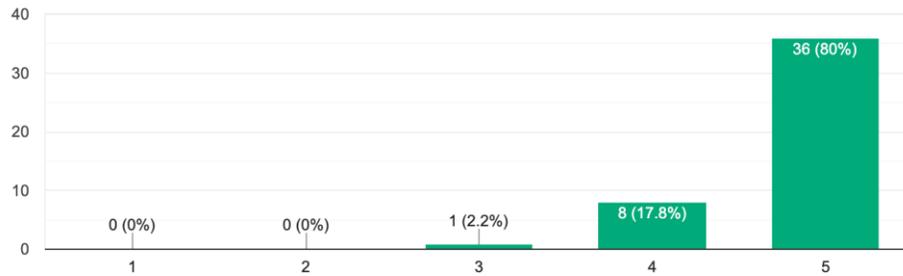


45 responses



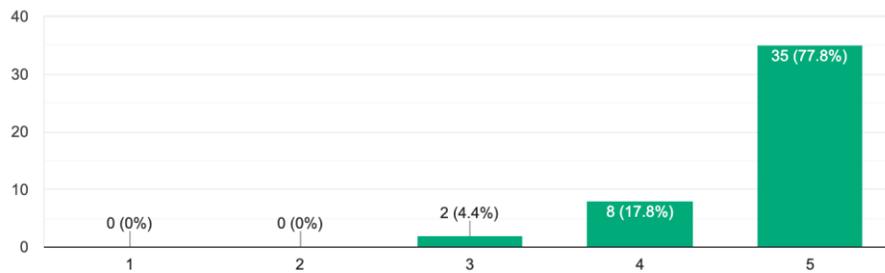
How satisfied are you with the communication from your child's teacher?

45 responses



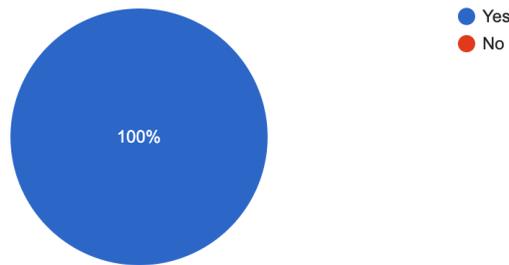
How satisfied are you with the academic progress of your child this year?

45 responses



Do you feel comfortable communicating with teachers/staff members if concerns arise?

44 responses



Open Response

- What is one aspect of our school that you are most happy with?
 - Despite COVID restrictions, the charter has been able to go forth with its play-based
 - Diverse learning opportunities
 - Their care and concern with my child
 - I feel that my child is flourishing both in social/emotional skills and academics. He has grown in knowledge as well as confidence. It is a well-rounded, whole child learning environment.
 - My daughter loved math and reading bands. She grew so much as a learner this year. We look forward to next school year!
 - I'm most happy with how well things are and went. Especially during the pandemic. I feel this school district couldn't have handled things any better.
- What is one thing you would like to see improved at our school?

- More healthy non-meat options for red lunch
 - Quality of food - was very disappointed to see sugary cereals and breakfast bars. Really, even chocolate milk is not needed. Would love to see only whole grain breads and pastas.
 - Being able to enter the school
 - Expansion of the nature playground
 - Morning drop-off.
 - No more masks
 - Changing the weekly newsletter to weekly progress reports. The newsletter was more classroom overall. The weekly child progress report would be specifically about our child. How well they're doing, things they need to work on, accomplishments, etc. Could potentially help things go better in the classroom as well.
 - Less screen time
- Is there anything else you would like to tell the teachers, staff, or governance council of BPC?
- I think you're doing a phenomenal job.
 - I'm happy that there is not a divide between the schools.
 - I would like to extend my gratitude. My son is absolutely thriving and even in these weird times he is secure and confident and proud of himself. His teacher is incredible, and she has done so much to help each kid grow.
 - As a first year family in RASD, we have been extremely grateful for this school year. We see a drastic difference in the attitude and excitement to learn from our children. Thank you to all of those who have gone above and beyond to secure a safe and effective learning environment for students
 - I am super proud of how things are with all the staff, and also the decisions that are made. It's not just a school, it's a very nice community that's put together nicely. My honest opinion it deserves to be rated #1 school district in Wisconsin. I'm overall happy to have my daughter here.
 - This school is absolutely amazing... "A" has said great things about the staff, teachers and especially her principal... A good principal makes for an amazing staff and she is one of the best
 - More fun things for kids to do or put more pictures online.

Planning and Training

Date	Professional Development	Location
9/25	Kristi Mraz	Virtual
10/30	Kristi Mraz	Virtual
12/18	Kristi Mraz	Virtual
1/29	Kristi Mraz	Virtual
3/26	Kristi Mraz	Virtual
4/16	Spring Lake Park Schools in Minnesota	Virtual
4/17	BPC Retreat	Kohler

Governance Council Meeting Dates (minutes attached)

June 1st (annual meeting)	July 14	August 11	September 8
October 13	November 10	December 8	January 12
February 9	March 9	April 13	May 11

- School Identity and Sense of Community
 - Custom t-shirts helped identify Barlow Park Charter School staff and council members during outreach activities.
 - Biweekly teacher meetings.
 - Book Study - Dare to Lead (Governance and Staff)

- Performance Measures for Planning Year - All accomplished
 - Y1: Establish a governing board, handbook, and contract with the RASD school board.
 - Y1: All BPCS teachers will engage in at least 1 high quality professional development activity to increase their understanding of personalized competency-based instruction, play-based learning, and curriculum development as measured by training attendance records, consultant invoices, and meeting minutes.
 - Y1: BPCS staff will engage parents and families through information sessions, play sessions, planning sessions, and development of a governance board.
 - Y1: BPCS will engage in at least one professional development regarding high quality assessment, screening processes, and placement assessment. Staff will develop placement assessment protocol and calibration of assessment tools.

- COVID-19 Information:
 - Due to Safer at Home Orders from Governor Tony Evers, schools physically closed and went to Distance Learning from March 13-June 30.
 - Travel plans have been halted, thus no site visits.
 - Training and meetings have had to move to virtual platforms.
 - Pandemic Planning will need to include how we can provide play-based instruction through social distancing.

Journey Elementary School

Vision Statement

Journey Charter School will provide a project-based learning environment that considers the whole child in fostering inquiry and critical thinking skills that will guide our students to flourish as leaders, life-long learners, and problem solvers.

Mission Statement

“Empower students to problem solve and flourish in a global society”

Foundations of Journey Charter School

- Flexible multi-age groupings
- Process-oriented instruction influenced by student choices
- A problem-solving approach using communication, collaboration, and critical thinking skills
- Local community partnerships
- Student Project Showcase Nights
- Governance Council Leadership

Guiding Principles

The teachers at Journey Charter School will be implementing the *Responsive Classroom* Approach into their daily teaching practices. This approach uses the following Guiding Principles to ensure best teaching practices:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills are cooperation, assertion, responsibility, empathy, and self-control (often referred to in the Responsive Classroom approach with the acronym CARES).
- Knowing the children we teach- individually, culturally, and developmentally- is as important as knowing the content we teach.
- Knowing the families of the children we teach is as important as knowing the children we teach.
- How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

Homeroom Teachers

Carrie Phillips - Kindergarten
Amber Willoughby - Kindergarten

Aria Palmer - First Grade
Brett Long - First Grade
Megan Lee - First Grade

Jackie Adams - Second Grade
Sheena Cleveland - Second Grade

Governance Council Members

Lindsey Machkovich
Kim Scanlon
Diane Johnson

Kim Downs
Stephanie Stettler

Chris Boede
Kelly Esala

Description of School

Journey Charter School, the K-2 elementary charter school in the Ripon Area School District, opened in the fall of 2013, with 125 students. Offering a project-based learning (PBL) environment, Journey Charter School's vision is to **"Empower students to problem solve, collaborate, and flourish beyond the classroom."** The PBL model emphasizes student inquiry as part of the process of learning, from asking open-ended questions to sharing individual or group learning with others. PBL teaching strategies enable Journey teachers to guide students through in-depth studies of real-world topics and challenges. The resulting learning environment is one of dynamic communication, creativity, critical thinking, and collaboration. Students are young explorers at Journey Charter School. Authentic and interdisciplinary learning occurs both inside and outside of the classroom. Students interact with local experts and the college community and are provided opportunities to conduct their own field research.

The district contact for Journey Charter School is Dr. Tanya Sanderfoot 100 Ringstad Drive Ripon, WI 54971; phone: (920) 748-1550; email: sanderfoott@ripon.k12.wi.us

Governance Strategic Initiatives

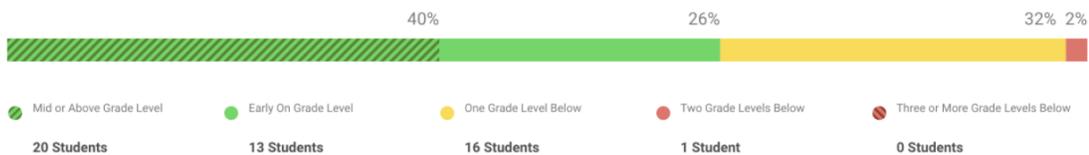
- Establish governance subcommittees for efficient operations.
 - Executive Team
 - Academic Excellence Team
 - Sustainability and Resource Development Team
 - Community Relations Team
- Create and refine on-boarding process for new council members.

Performance Measures

Reading: Grade 2 only

Overall Placement

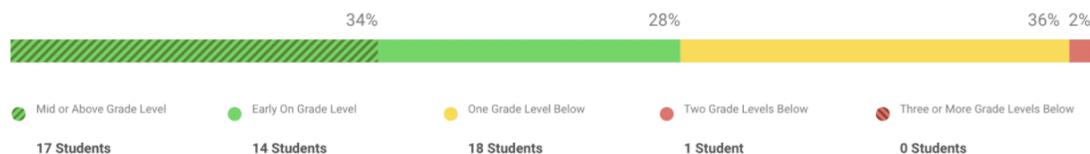
Students Assessed/Total: 50/51



Math: Grade 2 only

Overall Placement

Students Assessed/Total: 50/51



Attendance and Behavior Data by K-2 Schools

Elementary (4PS-2) Data Profile																										
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# of ODR's	12	15	42																							
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Accomplishments for the 2020-2021 School Year

[COVID-19 Information](#) (see attached letter from summary previously given)

September - C.A.R.E.S and 21st Century Skills

Students were introduced to each Journey Teacher through prerecorded lessons that were focused on our Journey core values. Interactive lessons kept students engaged while introducing them to common vocabulary, behavior expectations, and PBL rubrics.

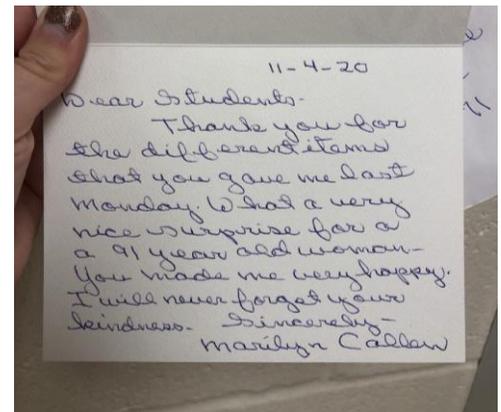


October - Multiage Kick Off/ Intentional Acts of Kindness

Journey students participated in a Multi-Age kickoff event where they did a fun run and painted shirts. Each color on our shirt represents one of our health and wellness topics: nutrition/hydration, routines/hygiene/sleep, mindfulness, and physical health. With the focus of the essential question "how do my choices affect my health and wellness?"



Journey Charter School continued our community outreach by partnering with the Noreen Johnson at Ripon senior center to spread kindness. Students designed and painted flowerpots then filled them with plants that were later delivered to the seniors in our community. We received many thank-you cards from appreciative recipients!



Packed up and ready to deliver to the community! Your child's painted pot and plants will be spreading kindness and joy to members of the senior center today! Thank you to the senior center's director, Noreen Johnson, for connecting with us and volunteering to deliver these plants to seniors' homes around the community!

♥ 10 likes 👁 32 views

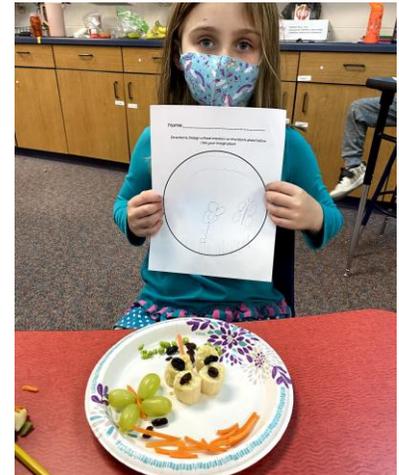
November/December - Hydration and Nutrition

Journey Charter school wrapped up our first multi-age Health and Wellness unit! Students learned about hydration and nutrition from our school kitchen staff. Student each received a new weather bottle to keep hydrated at school. They tracked daily intake, and they learned how we should “spend” their daily sugar intake between meals and that testing new healthy foods. Our showcase was to create a beautiful plate of edible art!

-Experts:

Amber Will (BPJ Head Kitchen Staff)

Sue Doughty (BPJ Kitchen Staff)



Partnership/December- Journey students created nature ornaments for Russell Manor to hang outside of the residents’ windows. At the time, all residents were quarantined and could not have any visitors come in. We wanted to brighten their day and let them know “We are thinking of you, and We are all in this together”. The ornaments were made of dried fruits so that the birds and animals could enjoy a winter treat and the residents could enjoy watching the little critters out their windows.



January/February - Mindfulness

-In school Experts: Crystal Gianopolus (BPJ Behavior Interventionist/Mindfulness Coach); Lindsay Loewe (Psychotherapist at Collaborative Wellness); and Kim Flood (Certified Yoga instructor). Students learned the value to their mental health with strategies in the areas of breathing, spending time in nature, and stretching. They enjoyed practicing and creating goals to improve. We hope these are skills our students will take with them for the future. They drew pictures in mindfulness logs to document practice and feelings of growth. Experts also responded mid-point to provide more resources and answer questions submitted by students by email.





Winter Virtual Gallery Walk - February 25

Check out each link to see how our Journey students go through the PBL process and practice 21st century skills: collaboration, communication, critical thinking, and creativity.

- Kindergarten - Arctic Animals
https://docs.google.com/presentation/d/1XWFzU3uF3XL4ZkYziVDuC3VuoHEIhwGYPieXKDaTLic/edit#slide=id.gb7b1e42840_3_53
- First Grade - Boom, Boom, Flash
https://docs.google.com/presentation/d/1qD6Tp_Nh--p_eXlwDr1AifzVzZcMu3-9JkgXdS-dEX0/edit#slide=id.gbe8e0d5bc8_0_3642
- Second Grade - Around the World in a Day
https://docs.google.com/presentation/d/1Spi2IfazAKfRBVdU4KfNCB6u5Acrp598NlituVGdaXU/edit#slide=id.gb7b1e42840_3_53

Students were each provided with 2 deliverable invites to share with families and friends. The invite was a bag of microwave popcorn (Pop On In for Virtual Gallery!) that had a QR code that linked directly to the recorded presentations. This same information was shared in multiple ways to the public, including the Journey Facebook page, ClassDojo parent communication app, and Journey School website. The links remained accessible for about a month.

March/April - Routines, Hygiene, and Sleep

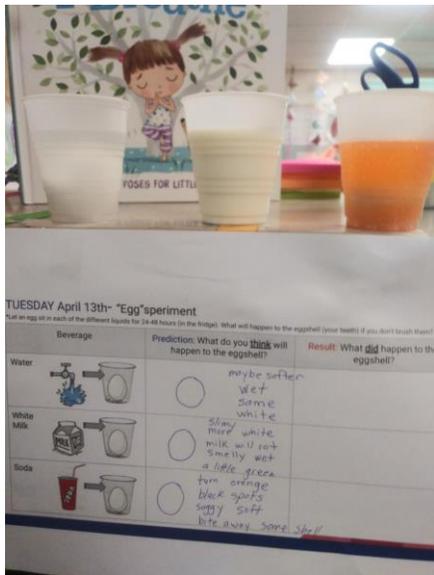
We learned all about the importance of routines and how they can impact our daily lives in a positive way. We also learned routines to keep good personal hygiene, as well as why sleep is so important to our bodies, brains, and overall health.

-Experts:

Jake Heinemeyer (BPJ School Counselor)

Bonnie Fischer (RASD School Nurse)

Dr. Sutkowski (Dentist)



Spring Virtual Gallery Walk - May 27th

- Kindergarten - "Our Future's So Bright, We Have to Wear Shades!"
https://docs.google.com/presentation/d/1Ly2bLTesP4K_76Ntq4RNPiF137msjps3G-Nd2ey8TjU/edit#slide=id.p
- First Grade - Reader's Theater, "The Show Must Go On!"
https://docs.google.com/presentation/d/188Nm4LX9qidNe6ylfM1N9qKoaSonE8DLRnALp-g-fIF4/edit#slide=id.gd7d4f8eeaa_2_302
- Second Grade - "Hooray for Market Day!"
https://docs.google.com/presentation/d/1kB-riUcQ7oW4L2yzD8vSmpmqQ6W7tZmw8J8ArgBW_Ts/edit#slide=id.gb7b1e42840_3_53

Students were each provided with 2 deliverable invites to share with families and friends. The invite was a packet of flower seeds (Watch How We've Grown!) that had a QR code that linked directly to the recorded presentations. This same information was shared in multiple ways to the public, including the Journey Facebook page, ClassDojo parent communication app, and Journey School website. The links remained accessible for about a month.

May/June - Physical Health

Students participated in the "Journey Olympics." They practiced teamwork and participated in events such as the balance beam, long jump, hurdles, and javelin. They used pedometers to set goals and track their steps during the week. Partnership classes were able to safely meet outside together during these activities. The students were active and engaged during this process to reach their goals!



Parent Satisfaction Survey Results - TBA

Planning and Training

Date	Professional Development	Location
August 24, 2021	Responsive Classroom	JCS
February 15, 2021	Spring Into Success	JCS

April 16, 2021	Thinking Critically about Critical Thinking and Executive Function with Nancy Tarshis	JCS
June 8-10, 2021	Teacher Retreat	Elkhart Lake

Meeting Minutes

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- *Sharing our Story* - 

We are hopeful you follow our “journey” through at least one of the various social media outlets in which staff share our student’s daily stories. You will always be up to date on Journey Charter School happenings by keeping a close eye on our Journey Facebook page (<https://www.facebook.com/JourneyCharterSchool/>). We appreciate the district sharing our stories on their Facebook and Twitter pages. We look forward to noticing your likes and reading your comments.

Quest Elementary School

Quest Annual Report for the 2020 - 2021 School Year

Quest Elementary School offers a dynamic, hands-on, project-based learning environment for students in grades 3-5 in the Ripon Area School District. Quest students are learners who thrive in collaborative, interdisciplinary learning environments and are afforded an opportunity to delve into the exciting world of interactive, inquiry-based project learning. Their learning is enhanced through designing projects that explore personal, real-life issues where students collaboratively share with peers and teacher/facilitators. Community showcase events provide a forum for project presentations. Autonomous charter school governance attends to the daily operations of Quest Elementary School. Parents and community members, along with educators, utilize democratic decision making to guide the Quest Governance Council as it leads the school in its mission to benefit students, parents, and the community.

Quest Mission

The Quest mission statement reinforces this belief: Quest Elementary School provides a rigorous and challenging interdisciplinary, project-based curriculum grounded in 21st century skills leading to a collaborative environment for personalized learning and group engagement. "Education begins with the curiosity of the learner" (Dewey). This statement represents the heart and soul of Quest Elementary School. The vision of Quest, that all children become active, engaged learners, is grounded in the methodology of project-based learning and the pedagogy of a rigorous, technologically enhanced curriculum. The vision of Quest Elementary School incorporates a wide array of characteristics centered in a learning community grounded in 21st century Skills. The integrated inquiry-based pedagogy of Quest offers students and families high-quality educational choices.

Governance Council Membership 2020 - 2021

Lesley Ernst, President
Kayla Peterson
Debbie Weiske
Stephanie Tavs
Gretchen Geiger, Teacher

Christine Engel
Dana Moracco, Previous President
Christina Othon
Janet Ernst, Teacher

Quest Homeroom Teachers 2020 - 2021

Gretchen Geiger - 3rd Grade
Jessica Johnson - 3rd Grade
Janet Ernst - 4th Grade
Kayla Murphy - 4th Grade

Lexi Fenner - 4th Grade
Keri Simacek - 5th Grade
Meg Hartzell - 5th Grade

Professional Development

Teachers in Quest engage in ongoing professional development to improve school instruction and meet the needs of all students through a variety of teaching methodologies. Student-initiated projects driven by collaborative learning teams and based in a standards-driven curriculum are central to the Quest vision. Students who are connected to the community through real-world issues and mentors, and engaged as young citizens, are more likely to remain engaged in their education.

Quest strives through community showcases and a community-led Governance Council to produce a community-oriented culture of academic and personal learning. Quest teachers meet weekly to collaborate and implement learning initiatives. Teacher-led professional growth activities are incorporated into these weekly meetings, as well as discussing the effective management of Quest's project-based learning goals. Quest staff also used these meetings to help facilitate the implementation of curriculum in reading, math, language arts, science, CQI, and PurposeFULL People. This

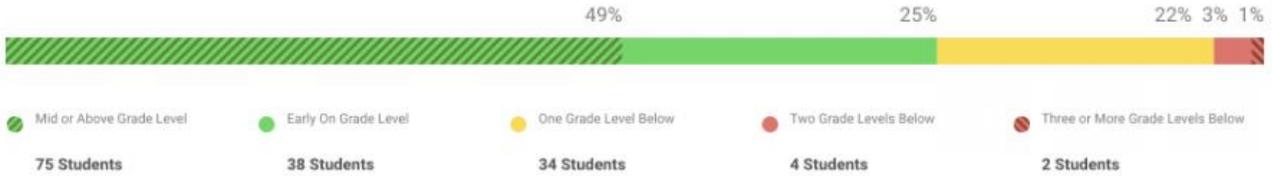
year provided an unprecedented opportunity to utilize less familiar resources for virtual learning and no-contact teaching. August and September required a plethora of training that revolved around new equipment, online teaching practices, developing resources, student online tools, collaboration of best practices within the virtual setting.

Performance Measures

Reading:

Overall Placement

Students Assessed/Total: 153/154



Math:

Overall Placement

Students Assessed/Total: 153/154



Attendance and Behavior Data by 3-5 Schools

Elementary (3-5) Data Profile

	Mid-year 2020-21	End-of-Year 2020-21																		
Attendance	<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="3">9/1/20 - 3/1/21</th> </tr> <tr> <th></th> <th>Murray Park</th> <th>Quest</th> </tr> </thead> <tbody> <tr> <td>% in Attendance</td> <td style="text-align: center;">96.33%</td> <td style="text-align: center;">96.72%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> It has been difficult to accurately track attendance this year with so many kids coming and going between virtual and in-person learning as well as kids who have needed to quarantine. 	9/1/20 - 3/1/21				Murray Park	Quest	% in Attendance	96.33%	96.72%	<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="3">9/1/20 - 6/4/21</th> </tr> <tr> <th></th> <th>Murray Park</th> <th>Quest</th> </tr> </thead> <tbody> <tr> <td>% in Attendance</td> <td style="text-align: center;">95.85%</td> <td style="text-align: center;">96.47%</td> </tr> </tbody> </table> <p>Spring:</p> <ul style="list-style-type: none"> Overall, by the end of the year we were down to 5 students who were full time virtual students. 16 students came back to in-person learning between 3/1/21 and 5/3/21. There were still students who were out due to Covid symptoms or being on someone's contact list which impacted attendance. 	9/1/20 - 6/4/21				Murray Park	Quest	% in Attendance	95.85%	96.47%
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Highlights of the 2020-21 School Year

All Quest classrooms began the year with a study of the Habits of Mind. These habits have been identified through extensive research as a skill set of highly successful people. Quest staff identified nine "habits" to be the focus for Quest: perseverance, managing impulsivity, metacognition, striving for accuracy, thinking, and communicating with clarity and precision, taking responsible risks, listening with empathy and understanding, questioning and posing problems and creating, imagining and innovating.

In addition, students used the RASD adopted "PurposeFULL" Social and Emotional Learning (SEL) Curriculum which identifies "Character Strong" themes of courage, perseverance, honesty, respect, gratitude, kindness, responsibility, cooperation, and creativity. Each Quest classroom read books that modeled the habits and themes and taught focused reading and language lessons pertaining to the literature. These habits and the "Character Strong" themes from the "PurposeFULL People" curriculum were further reinforced in our yearly collaborative activity.

Due to Covid restrictions we wanted to find a way to build community within our Quest walls while continuing to be socially distant by sending out messages to our local community. Rocks were painted by each student with inspirational messages and placed throughout Ripon.

Quest held two virtual project showcases highlighting student work this year. The Quest team created and designed a [website](#) to display classroom projects. Students took their Chromebooks home to present and share their projects with their families.

Despite not having a Spring Project Showcase, Quest was able to utilize our greenhouse. We grew over 30 different varieties of plants which allowed us to hold our Annual Spring Plant Sale. Quest was grateful to the Johnson family (grandfather of students Clare and Albert Walker) for the donation of a watering system for the greenhouse. Several Quest family members assisted us with the installation of the system which made the growing of the plants and the plant sale highly successful.

Community Outreach

Quest students reached out to the Ripon community through donations of garden produce to the Ripon Area Food Pantry. Students grew lettuce and other salad greens in the tower garden. The produce was enjoyed by numerous Ripon community members via the Ripon Area Food Bank.

Beyond Brick and Mortar

Throughout the year Quest grade levels reached out locally, nationally, and globally to connect with individuals, professionals, and classrooms to learn, grow, and share. Skype, Buncee, and email were used to go beyond the classroom walls for information to assist and promote connections with experts for student projects.

Governance Council Meeting Dates (minutes linked below)

September 19	October 13	November 10	December 8
January 12	February 9	March 9	April 13
May 11			

Catalyst Middle School

Catalyst Charter Middle School offers a dynamic, project-based environment for students in Grades 6-8 in the Ripon Area School District. Catalyst is designed for students looking for a rigorous, innovative, self-directed, inquiry-based setting that helps develop important skills needed to become independent learners and leaders in the 21st Century.

Catalyst Mission

The mission of Catalyst Charter Middle School is to build a community of independent learners through thinking, creating, and collaborating for the future.

The Catalyst project-based learning framework includes the following instructional practices:

- Interdisciplinary instruction
- Place-based learning partnerships
- Real-world experience
- Teacher- and student-directed projects.
- Digital technology-infused learning environment
- Global learning partnerships preparing students for a technology-driven society with skills to manage, collaborate, and communicate appropriately in a global setting.
- Global Citizenship
- STEM

Professional Development for 2020-2021

CCMS Staff continues to devote time to learning, practicing, and refining the process of instruction and assessment. The following chart is a summary of the different training, workshops, and conferences attended by CCMS staff. Catalyst staff also meet weekly to collaborate and implement learning initiatives.

I-Ready Training
CESA 6 Spring Into Success
Buck Institute for Education: PBL 101
CPM: Phase 1 Implementation Series
Development of Units of Study in Reading: CESA 6 Collaboration

Project Highlights of 2020-2021

During the 2020-2021 school year, the Catalyst team of educators continued to develop, modify, and utilize curriculum to allow for a blended approach to student projects that worked for all grade levels, 6th through 8th. Through dynamic seminars and units of instruction prior to and throughout their project processes, students were able to build background knowledge and make a variety of content connections that supported their own student-led projects. Students continued to maintain a lot of “voice and choice” within the PBL structure. In addition to the modified project structure, Catalyst also piloted the National Geographic social studies curriculum and learning platform, NGConnect, to support the district adoption of the Common Core State Standards for Social Studies. The projects within Catalyst this

year mainly covered standards in: Science, Social Studies, and Writing/ELA.

Attendance and Behavior Data by Grade 6-8 Schools

Middle School (6-8) Data Profile																												
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Science and Social Studies Standards Covered in 2020-2021:

- Engineering Design
- Motion & Stability
- Health & Energy
- Matter & Its Interaction
- Earth's Place in the Universe
- Inquiry Practices and Processes
- Geography
- History
- Behavioral Sciences
- Economics
- Political Science

	2020-2021 Project and Activity Highlights
Project/Standard Focus	Description
School Newsletter - Informational writing; editing and revising skills	Throughout the 1st semester, 7th grade students collaborated to create a monthly school newsletter to highlight school and community events, as well as share student writing, interests and passions with parents. The students met virtually with Tim Lyke, previous owner and writer of The Ripon Commonwealth Press. They asked him many great questions, such as what sources to rely on, how to set up and organize a newspaper, how to hook readers, how to come up with stories and topics that will interest your audience, how to plan and prepare for an interview, and more. Students then got to work analyzing example articles and newspapers, choosing their 'beats', and writing. By the end of the semester, the newsletter was completely student run and organized. It was great to see the students take such ownership!
Shoe Box Roller coasters	As part of a unit on motion, force, and Newton's Laws, 6th grade students conducted their own research, attempted to contact live sources in the field, and designed their own roller coasters. The designs had to fit within a shoe box, and they learned about the elements of the engineering process as they went. Finally, they each created an instruction manual for their roller coaster design, which explained <i>how</i> and <i>why</i> their roller coaster worked, using Newton's Laws of Motion.
Mystery Location	Students chose one secret location in the Western Hemisphere. Using the 5 Themes of geography, they then researched their chosen location and developed 10+ interesting facts or clues for their peers. Final products took the form of presentations, stations, bloom balls, time capsules, or escape rooms. No matter the form, each student created a geographic mystery for their peers to solve that required all to ask a lot of questions and apply their knowledge of geography.
Synthetic Materials	As students learned more about matter and its interactions, they completed a research project on a synthetic material of their choice. In their research, students discovered how a natural element can undergo a chemical change, which can completely alter the substance's properties. They created a model of the synthetic material and evaluated the benefits and impacts on our environment of creating this new material. Students shared their findings with the class in the form of a slideshow presentation.
Understanding North American History through Artistic Expression	In this project, students viewed North American History through the scope of art. 6th-8th grade students met virtually with Ripon College Art Professor, Mollie Oblinger. She taught our students how to observe art, what questions to ask, and what formal properties of art to pay attention to (movement, color, form, depth, and light). Students were able to apply what they learned as they each chose and analyzed art pieces that portrayed important moments and people in North American history. We then skyped with Professor Oblinger a second time to learn how to create our own artwork to portray a current facet of life in North America. Finally, students received the help of Kelsey Raschke (Educator) & Laura Fiser (Curator) of The Paine Art Center, Oshkosh. They met with our students virtually to provide them insights on putting together and curating a gallery of their work throughout the project.

Earth's Place in the Universe	Students completed a series of mini projects to complement this unit on Earth and the Universe. They designed a location and layout for a solar farm, as a way to deepen their understanding of the movement of the sun throughout the day. They created a flowchart for determining the time of year, based on reading constellations in the night sky. And finally, students analyzed the movie E.T. for accuracy in the portrayal of the moon in different scenes. They were able to sharpen collaboration skills throughout these mini projects. The projects gave students an opportunity to demonstrate their understanding of the topics in a variety of ways.
Spring Break Cruise	Prior to spring break, students took on the role of travel agents as they worked individually or in teams to research, plan, and propose a spring break cruise trip through Central America and the Caribbean Islands. For each country they included in their cruise, students planned fun and engaging vacation activities that incorporated economics, history, geography, and culture. Students then attempted to appeal to the wishes and travel criteria of their clientele as they developed and presented a Google Earth in an effort to "sell" their trip. As students listened to the presentations of their peers, they completed a decision matrix to determine the trip that best met their own personal travel goals. We then held the 2021 Travel Agent Choice Awards which recognized the best planned vacations.
Career Board Games	6th grade students explored different career paths, by learning about hard and soft skills, apprenticeships, and more. They were able to complete interest surveys through a career-based subscription site, Xello, in order to make goals for themselves. This career unit culminated in a board game assignment; students researched different career paths to their own dream career, and they created a board game to illustrate those paths. Additionally, they learned and utilized career-specific vocabulary within that game.
Heirloom Seed Holiday	The Heirloom Seed Holiday was a writing project that combined creativity with informational and persuasive writing. Students chose a seed to represent their family, as an heirloom that could be passed down for generations. Then, they created their own unique holiday to celebrate that seed and had to convince others of the worthiness of this holiday. They researched, wrote a 5-paragraph essay, and created an informational booth to share their ideas with others.
Interactive Notebook	Throughout the year students created a resource for both fiction and nonfiction text that they could refer back to. The hope was that the time, creativity and effort they put into each page would be a resource they would hang on to for years to come. This resource included things such as text features, plot development, text structure, point of view and author's purpose.
Heat & Energy	Students applied their knowledge of heat and energy and the engineering design process in order to create an insulated cup that kept a drink cold for an extended period of time. The scientific method was used to test the insulated cup's effectiveness, and to analyze and draw conclusions about the results.
Motion & Stability	Students used real world examples to explain Newton's Three Laws of Motion.

Conference Dates: (held virtually)

- October 15th and 20th

- November 10th and 12th
- February 18th and 22nd

Showcase nights cancelled as a result of covid-protocols

Connections are also made with parents through Infinite Campus updates, weekly email updates, and printed handouts. Parents were encouraged to set-up conferences at times that were convenient.

Community/Global Connections

Thank you to each community member for sharing their expertise.

Kelsey Raschke (Educator) & Laura Fiser (Curator) of The Paine Art Center, Oshkosh	Kelsey Raschke & Laura Fiser shared their experiences and provided insight to help students in grades 6-8 curate an art gallery for their North American History social studies projects.
Professor Mollie Oblinger, Art Professor from Ripon College	Professor Mollie Oblinger met with students in grades 6-8 twice via Google Meet to teach them about what to pay attention to when analyzing artwork for historical significance and how to create their own art works. The expertise she shared was so valuable to our students' learning.
Tim Lyke- Ripon Commonwealth Press	7th grade Catalyst students interviewed Tim Lyke, of the Ripon Commonwealth Press, to help them organize and put together a class newsletter throughout the first semester. He gave them so much insight including how to gather sources and research, how to write and edit their work, and finally tips for publishing.
Professor Steve Martin, Communications Professor from Ripon College	Professor Steve Martin shared his expertise on public speaking with 6th grade students, as they prepared for giving their first speeches of the year. He spoke with students via Google Meet and provided them with many tips to ease their nerves.

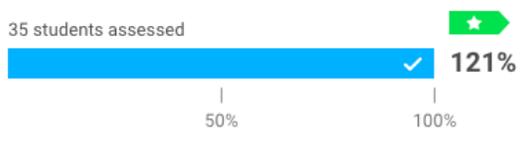
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District Assessment/Screening Information:

RASD continued their use of i-Ready to measure, support and fill gaps in learning related to math and reading. Students worked on individualized lessons based on beginning and mid-year assessments during advisory each week. The table below shows median growth for CCMS students on the i-Ready comprehensive assessments based on progress toward typical annual growth.

<p><u>Mathematics</u> Median Growth</p>	<p><u>Reading</u> Median Growth</p>
<p>Grade 6 Mid-Year:</p>  <p>35 students assessed</p> <p>62%</p> <p>50% 100%</p>	<p>Grade 6 Mid-Year:</p>  <p>35 students assessed</p> <p>121%</p> <p>50% 100%</p>
<p>Grade 6 End of Year:</p>	<p>Grade 6 End of Year:</p>

<p>36 students assessed</p> <p>50% 100%</p>	<p>36 students assessed</p> <p>50% 100%</p>
<p>Grade 7 Mid-Year:</p> <p>Mid-Year 29 students assessed 25%</p>	<p>Grade 7 Mid-Year:</p> <p>28 students assessed 50% 100%</p>
<p>Grade 7 End of Year:</p> <p>End of Year 30 students assessed 179%</p> <p>0 25 50 75 100</p>	<p>Grade 7 End of Year:</p> <p>30 students assessed 50% 100%</p>
<p>Grade 8 Mid-Year:</p> <p>14 students assessed 50% 100%</p>	<p>Grade 8 Mid-Year:</p> <p>15 students assessed 50% 100%</p>
<p>Grade 8 End of Year:</p> <p>17 students assessed 50% 100%</p>	<p>Grade 8 End of Year:</p> <p>18 students assessed 50% 100%</p>

The **CCMS Governance Board** consists of:

Candie Baker - President/Community Member

Sarah Rieder- Parent

Carlie Cardinal- Lead Teacher

Jaime Martin- Teacher

Bryan Ernst - Community Member

Jennifer Bucholz- Parent

Dawn Wisneski- Parent

Minutes from each meeting can be found on the district website at:

<http://www.ripon.k12.wi.us/board/catalystgovernanceboard.cfm>.

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Odyssey Academy of Virtual Learning

Odyssey Academy of Virtual Learning Vision

Empower • Individualize • Innovate • Succeed

Mission Statement

The mission of the Odyssey Academy of Virtual Learning is to empower learners through a customized and flexible pathway that fosters forward thinking.

Foundations of Odyssey Academy of Virtual Learning

- Innovative, Personalized, Project-Based, Virtual Education Program that meets the needs of all learners
- Customized learning environment that provides students to study at their preferred pace, time, and place under the direction of an appropriately licensed teacher
- Flexible, competency-based, multi-age groupings for literacy and math to meet specific needs of students
- Parents can choose to play an active role in their child’s education if they choose to, under the direction of the teacher
- Researched best practice- Project-Based Learning
- Effective Team- partnership is developed between the teacher, parent and student that maximizes student learning, which allows each student to reach their full potential
- Governance Council Leadership

Classroom Teachers

Shelly Schueller
Erin Gelhausen
Anissa Kramer
Pam Josifek

Kristie Webb
Kristal Mott
Stephanie Hicks
Brad Wysocki

Wendy Toutant
Melissa Christ
Aric Soderbloom

Governance Council Members

Megan Prellwitz
Tami Schattschneider

Mariel Brown

Lindsay Loewe

School Description

Odyssey Academy of Virtual Learning is a 4K-12 charter school in the Ripon Area School District, which opened in the fall of 2019 with 97 students. Currently, we have an enrollment of around 300 students. Odyssey Academy is a tuition-free 4K-12 project-based, virtual charter public school supporting parents across the state who want to educate their children at home. Whether homeschool families or families on the go, Odyssey empowers parents to make educational decisions for their children. Odyssey provides a truly unique learning option for parents to consider between traditional online public schools and homeschool by providing financial resources, access to quality curriculum, and the support of licensed teachers.

With Odyssey, your child's educational journey begins with the opportunity for the parent to play an integral role. As your child's first teacher, you may want to remain connected to their education. An effective and beneficial

partnership is developed between the teacher, parent and student that maximizes student learning, which allows each student to reach their full potential.

The district contact for Odyssey Academy of Virtual Learning is Rebecca Miller
phone: (920) 896-1245; email: millerr@ripon.k12.wi.us

Governance Strategic Initiatives

- Marketing
 - *Creates/implements a communications and marketing plan for student recruitment, retention, and enrollment that removes barriers and bias from the process.*
 - *Creates/implements a marketing plan that advertises and promotes the school, enrollment periods, and application procedures.*
- Member Development
 - *Develops/revisits the understanding of the Governance Board's roles and legal responsibilities.*
 - *Develops onboarding process for sustainability of a high-functioning Board.*
 - *Align onboarding process and Board roles/responsibilities with other Boards in the District.*
- Financial Responsibilities
 - *Develops/revisits understanding of the financial responsibilities of the governance board.*

Performance Measures

1. Goal 1: Odyssey Academy will be guided by a trained and autonomous Governing Board that oversees decisions regarding school policies, personnel decisions, and fiscal operations. Y3: The Odyssey Governance Board has received training from WRCCS twice this year, on 11-23-20 and 1-18-21. - **Goal Met**
2. Goal 2: Train teachers into best practices for delivery of blended learning and virtual instruction. Y3: Staff have participated in the following professional development which enhances best practices in blended and virtual learning: SLATE, Literacy Leaders Conference - CESA , Teach Your Heart Out 2.0 Virtual Conference, CESA 6- Integrating Social-Emotional Skills Into Literacy Workshop, Reading and Writing Strategies for the Online and In-person Classroom with Jennifer Serravallo, ESGI TeachCon, Uplifting Education Professional Development, PBL(Project Based Learning) Works 101 Workshop , Wisconsin eSchool Network Curriculum Review Team, CESA 6- Jan Richardson Webinar - Build Deeper Comprehension (Primary Focus), iReady training, Simply K12 webinars, Ditch Summit-**Goal Met**
3. Goal 3: Train teachers into best practices for delivery of Project Based Learning instruction. Y3: 100% of Odyssey staff will be trained in Project Based Learning as of July 2021.-**Goal Met**
4. Goal 4: Communicate required assessments with the Governance Board and parents through the handbook. Y3: This is communicated in the handbook, which is posted on the website, grade level student expectation documents, newsletters, and parent meetings. -**Goal Met**
5. Goal 5: Demonstrate strong levels of critical thinking, analytical reasoning, problem solving, written communication, and time management skills. Y3: 85% of our students received a 3.0 or higher on critical thinking, analytical reasoning, problem solving, written communication, and time management skills as measured by a research-based, standardized scoring and observation rubric. -**Goal Met**
6. Goal 6: Demonstrate high levels of understanding on project-based learning assessment. Y3: 87% of students received a 3.0 or higher (4.0 standard rubric) on their project-based learning evaluations as measured by a research-based, standardized scoring and observation rubric -**Goal Met**

- 7. Goal 7: Demonstrate a high level of understanding of content based on portfolio, quarterly reports, and other skill-based assessments. Y3: 83% of students received a 3.0 or higher (4.0 standard rubric) on their portfolio/ILP evaluations in quarterly parent/teacher/student conferences (to include semester report card results and subject area & other skill-based and course-specific test results) as measured by a research-based, standardized scoring and observation rubric. - **Goal Met**
- 8. Goal 8: Maintain a graduation rate equal to or higher than RASD. Y3: 100% Graduation rate in 2020-2021.- **Goal Met**
- 9. Goal 9: Maintain an attendance rate equal to or higher than RASD. Y3: - **Goal Met**

Attendance and Behavior Data for Virtual School

Odyssey Academy of Virtual Learning Data Profile								
	2020-21				2019-20			
Enrollment	Enrollment 2020-21				Enrollment 2019-20			
	September 2020	458	January 2021	440	September 2019	117	January 2020	137
	Growth Rate: Just under 400%							

Pupil Service Contacts	2020-21 Pupil Service Contacts (9/1/20-6/4/21)			No Data Available — No Pupil Services Staff
	Unduplicated Contacts	102 (of the 440 total students)	23.2% of students seen	
	Total Duplicated Contacts	160		
<p>Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. <i>These contacts do not include things like regularly scheduled small groups, classroom lessons, ongoing social skill instruction, college/ career-related meetings, scheduling, etc.</i></p> <ul style="list-style-type: none"> • "Unduplicated" = Any student who was seen by a pupil services staff member, as outlined above. Students are only counted <u>once</u> in this total, even if they've been seen multiple times, and/or by multiple members of the team for that building. • "Duplicated" = A running total of <u>cumulative</u> contacts made by the members of the team for that building. Example: if a student was seen 14 times, all 14 of those contacts are included in this number. 				

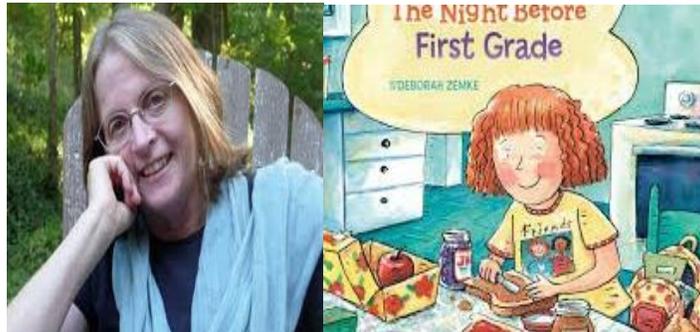
Accomplishments for the 2020-2021 School Year

- Odyssey Academy grew it's enrollment by 400%
- **August/September**
 - Individualized Learning Plan Meetings - nearly 500 teacher/parent/student meetings to individualize student learning
 - Parents and Student Information Sessions
 - Onboarding of 400 new students
 - Hired 8 highly educated and experienced teachers and staff
 - PAG- Odyssey Parent Advisory Group- 1st meeting of the year, 15 parents joined!
 - Professional Development- Book Study- Connecting with Students Online by Jennifer Serravallo



● **October**

- Headrush Learning Management Platform- implemented a new system to better assess and evaluate students in a project-based learning environment
- Live, Virtual Art Classes began
- Author Visit- Deborah Zemke
- Fun, Interactive- Cooking in the Kitchen with Kastanek



● **November**

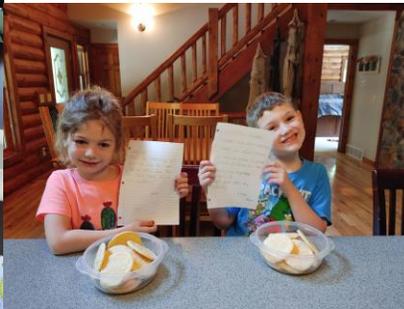
- Odyssey Connect Group began in grades 9-12- a social time for peers to connect, meet new friends and have fun in a virtual setting
- Reader's Theater Performances
- Fall Fun- conducted by the Odyssey PAG
- Honoring our Veterans Family Program





● **December**

- Advisory Group- Resume Writing
- Parent Meeting- Topics: Assessment, New Class Offerings, Q & A Session
- SLATE Conference- Professional Development- Teaching Strategies in a Virtual Platform
- Science Projects & Presentations



● **January**

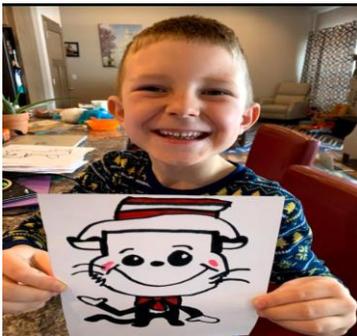
- Midyear Data-Day, evaluation of student assessment and progress
- Book Clubs- grades 3 & 4- Stone Fox by John Reynolds Gardiner and grade 5 & 6- Restart by Gordan Korman
- ACT Practice Sessions
- Early College Course Options- ECCP & SCN opportunities shared with students & parents
- State Testing Location Sign-Up
- Virtual Field Trip- Ford's Theater, Statue of Liberty, The Alamo, Mount Vernon, Monticell, Museum of the American Revolution
- Student Government Opportunities- Juniors & Seniors- Fond du Lac County Council American Legion and Auxiliary- Student Government Day
- Course Information Sessions

- Addition of Project Support Time- a time where students can get support on projects, ask questions, and connect with each of their content area teachers
- State Testing Preparation with students



● February

- Course Registration Sessions - MS & HS Students and Parents- for 2021-2022 school year
- Revised the ACP- Academic & Career Planning Handbook
- Virtual Field Trip- Marsh Haven Nature Center
- 100th day of school celebrations
- New Club- Coloring Club added for all ages
- Monthly Birthday Celebrations
 - During ACC (Assembly, Celebration and Creativity) Time we celebrated all of our students who had a birthday in February. We learned how birthdays are celebrated around the world and what kinds of birthday treats are traditional in other countries.
- Celebrations for Dr. Seuss Day and Read Across America Week



● March

- Odyssey Connect- Social Skills group, extended to all grade levels, 4K-2, 3-6, 7-8 and 9-12; meet bi-weekly to meet other peers, connect, socialize, and have fun in the virtual world.
- State Testing at 4 locations through throughout the state for the ACT 11, Aspire and Forward Tests- Ripon, Merrill, Fond du Lac, and Pewaukee

- Presentation to DPI Grant Cohorts in April→ Using Headrush To evaluate in the PBL classroom
- Online Registration for courses through Infinite Campus
- Revising curriculum options for all grade levels
- Using the Headrush platform to evaluate & assess student learning in Grades 7-12
- The 4K-2nd Grade Team has rolled out schedule modifications to better meet the needs of all of our learners. These updates allow for more one-on-one and small group instruction to occur. As a result, we are better able to differentiate and meet students where they are. We are still continuing with all the learning fun!
 - Families have been sharing positive feedback with us about the new changes!
 - *"He also started loving the recordings which is a huge accomplishment for him since he tends to get distracted and not focus on any of it."*
 - *"I just have to say that I am really liking the new schedule and class times. It has worked very well for us!"*
 - *Hey, I just wanted to say that I really like the new format for the newsletter!*
 - *Hello! Thank you for providing this opportunity! (in regards to the new small group reading times)*
 - *"I love that my daughter has someone else to read to."*
 - *oh! I'm so excited for this! thank you!*
 - *Good morning! This is perfect. Yesterday I was just thinking I should reach out to ask for one on one help for [my child] with reading and writing. He wants nothing to do with it from me but keeps talking about how he enjoys classes with you!*
 - *Thank you. You're all doing such a great job with all the students. I don't know how you stay so upbeat and excitable! It's magical!*
 - *Thank you so much for that wonderful PowerPoint and recording. I'm excited for the changes and getting [my child] more involved in peer groups and watching the recordings.... Thanks for all you do! I was so surprised that he started talking right away in both meetings. I'm excited for this reading opportunity. Thanks again.*
 - *Zoom calls have been especially hard this year since it's so easy for him to "check out", but we are excited about the new 4K-2 schedule and the increased number of opportunities for him to get some social time/practice.*
 - *I'm sure it was no small feat to get this new schedule all figured out and planned, but after one week, we are really enjoying it. It seems to be a great fit for our family. It's also nice that we can go to it on our own time, as I'm sure you know, getting to class on time is tricky. Thanks to you and all the teachers for all your efforts in getting this new schedule and plan put together.*
 - *I just wanted to let you know I was really impressed with how organized the 4k-2nd group has been! With [my child] being in 4k we haven't needed much from you, but everything is always organized and easy to understand/find.*

Week At-A-Glance

February 22nd-26th

Important Dates & Announcements:

Feb. 23rd- 8:00 AM Zoom 5:00pm with Mrs. DePoussier and Angie
[Click HERE](#) to join from home
 Feb. 24th- Backtime Story @ 4:45PM [Click HERE](#) for invite
 Feb. 25th- Virtual Field Trip to Martin Luther King National Cancer Hospital
[Click HERE](#) to view Zoom Link
 Meeting ID: 85247847990
 Passcode: 85247847990

Mar. 1st- Are remaining shipment fees?? Mr. H is the deadline to submit
 info for these materials for the 2020-2021 school year
 Mar. 2nd- Dr. Seuss Birthday! Read Across America Day!
 Mar. 4th- Dr. Seuss Assembly during ACC time 9:15-9:45
 March 18th- March Break NO SCHOOL Spring Break
 Mar. 31st- Backtime Story @ 4:45PM

To-Do Friendly Reminders:

2. [Click HERE](#) to view the 2020-2021 calendar of activities you'll need to plan for the school year for 2021-2022! Please [click HERE](#) to complete one more for 2021 and then complete
 3. [Click HERE](#) to view the 2021-2022 calendar of activities you'll need to plan for the school year for 2021-2022! Please [click HERE](#) to complete one more for 2021 and then complete
 4. [Click HERE](#) to view the 2021-2022 calendar of activities you'll need to plan for the school year for 2021-2022! Please [click HERE](#) to complete one more for 2021 and then complete
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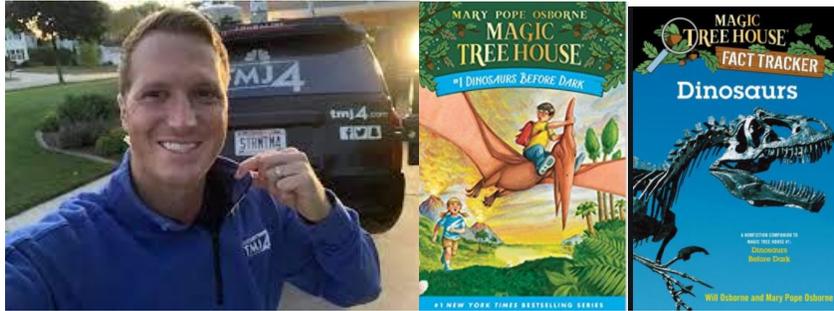
Weekly Learning Targets & Recorded Lessons

Color in the smile as you complete each activity for the week!

Monday	Tuesday	Wednesday	Thursday	Friday
Morning LIVE 4:45-5:00 AM Mrs. Schuttler's Morning Meeting Passcode 123	Writing Mrs. Whitla's Morning Meeting Passcode 123	Math Mrs. DePoussier's Morning Meeting Passcode 123	Reading Mrs. DePoussier's Morning Meeting Passcode 123	Science Mrs. DePoussier's Morning Meeting Passcode 123
☺	☺	☺	☺	☺

- **April**

- ACT, Aspire and Forward Testing at 4 Locations throughout the state: Ripon, Fond du Lac, Merrill, and Pewaukee
- DPI Grant Cohort Presentation- Connecting Student in a Virtual World
- Student Clubs- Coloring Club, Lego Club, Yoga Club, Odyssey Buddies
- Special Guest- Brian Niznansky from StormTeam 4 - Meteorologist
- Book Clubs in Grades 4K-2



State Testing Location

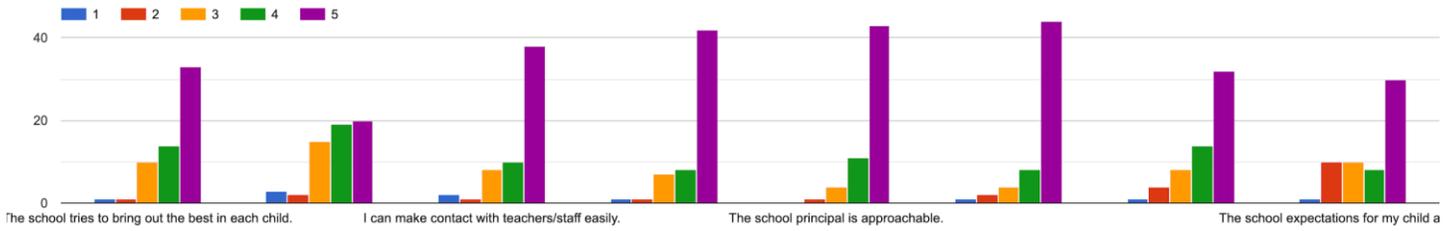
- **May/June**

- Civics Exam- Student Preparation
- Governance Board Training- Recruitment & Retention
- Individualized Learning Plan meetings- current families to plan for next school year
- Yoga & Mindfulness Club- Harry Potter Theme- "special magic" inside each of us & story- A Little Spot of Love by Diane Alber
 - Story- Breathe with Me by Mariam Gates- practicing to incorporate calming breaths into daily routines
- News Anchor Visit- Anne Herbst, NBC Channel 9 News- Denver, CO
- CQI Plus/Delta School-Wide
- Family Survey- State Testing
- Professional Development- PBL Training, Simple K12 Training, WDLC- Digital Learning Tools for Student Engagement

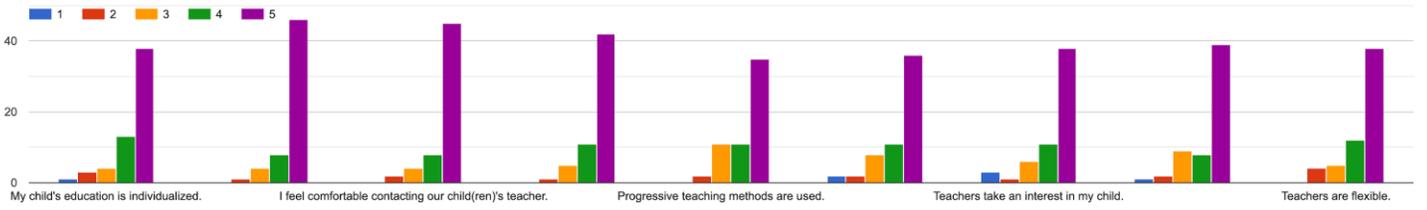


Parent Satisfaction Survey Highlights (46% participation)

Overall School Experience (1 being the lowest and 5 being the highest)

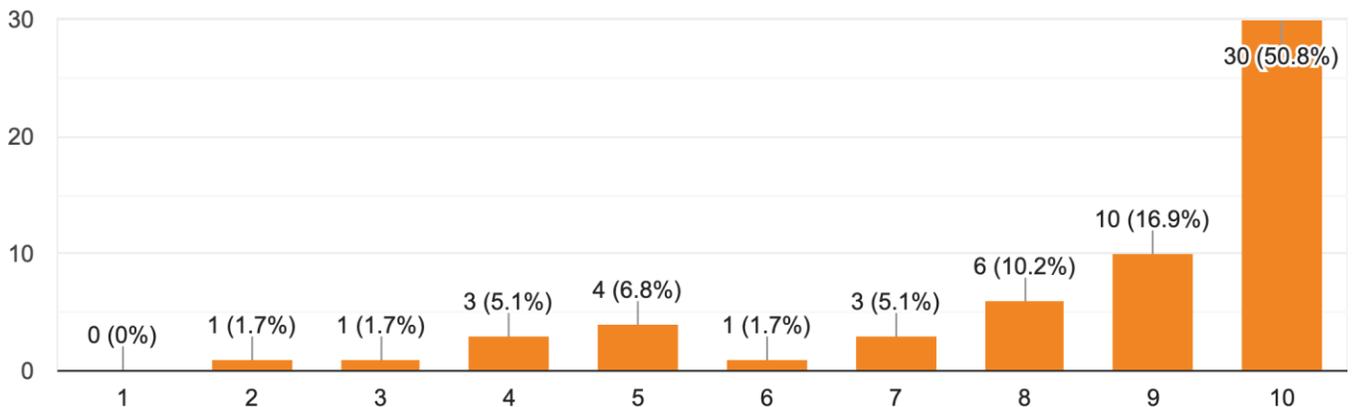


Teaching & Learning (1 being the lowest and 5 being the highest)

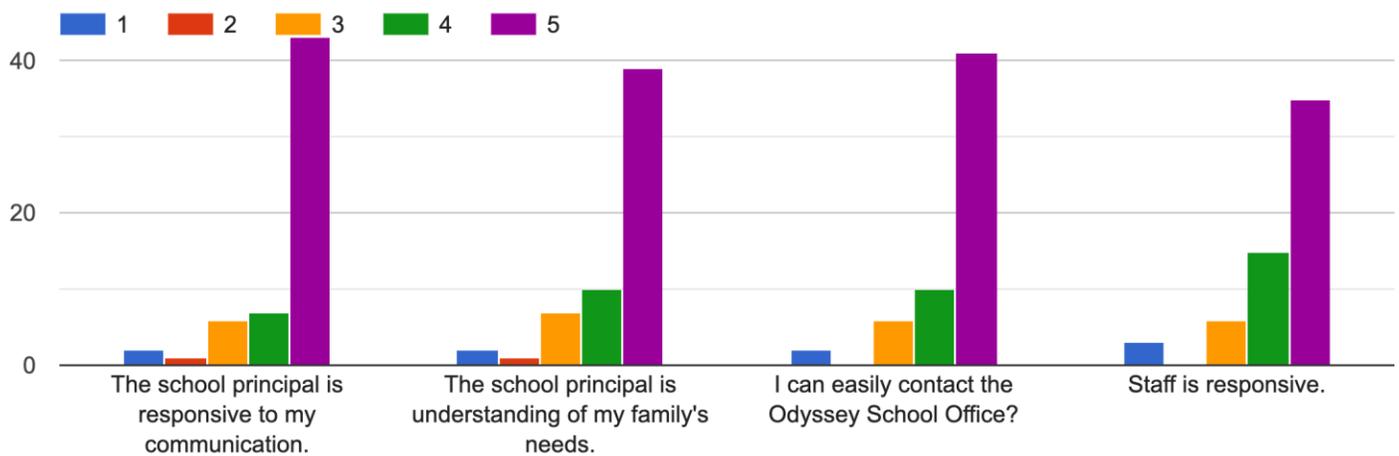


Considering your complete experience with Odyssey Academy, how likely would you be to recommend us to other families?

59 responses



Administration (1 being the lowest and 5 being the highest)



Open Response

- What do you regard as the most positive aspects of the school?
 - The flexibility and the fact that I'm able to have an active role in my child's learning experience with the support of qualified teachers
 - Ability to choose your own curriculum and flexibility to work at your own pace with it.
 - Flexibility
 - Teachers are great to work with.
 - The Odyssey staff is outstanding! It starts at the top with Mrs. Miller.
 - The most positive aspect is by far being able to see my son's love of learning grow each day. He is a giant sponge and always wants to learn more. Odyssey has really given us the opportunity to allow him to love to learn so much.
 - I was excited about the flexibility our family had for school. We can do anytime of the day what works with her and her moods that day. I can pick and choose what we want to do for projects and activities for the year. I am excited to have the optional gym and music classes if that happens.
 - Easy to talk with the teachers with concerns
 - It's nice that the teachers have one-on-one weekly meetings with the students. Helps my daughter feel special and she looks forward to them each week.
 - The flexibility. Being able to homeschool my children with the help of actual teachers. I feel like we get the best of both worlds!
 - My 2 oldest kids are Hybrid students. They could really focus in on what they were interested in studying, example is my son could study Marine Biology which wasn't an option at the local school. I liked having an Advisory class, so the kids had a connection to a teacher and felt like a part of the school
 - I like how fast I get a response when I email, and I like how well the staff works with my student.

- Choosing curriculum that works.
- Mrs. Mott
- Individual/family choice for curriculum and learning style.
- The options as well as the freedom to be as involved or uninvolved as we want
- Easy to reach teachers who want the best for the students, one on one time that you don't get in a traditional classroom, flexibility, safe from Covid, great staff, everyone is so helpful.
- My child's advisory/reading teacher is amazing. She is very organized, excellent at communicating, has a great working relationship with my child, runs classes efficiently, and it is clear that she is extremely knowledgeable about how to teach reading.
- I like the schedule, morning classes and flexibility.
- Flexibility, teacher support
- Flexible schedule
- meeting the student where they are. Also, my son has gained confidence in the classes. He feels comfortable talking to the teachers if he needs help. during his prior in person school experiences, he didn't feel that way. I think the teachers did a great job building a connection at the beginning of the year with the kids and liked that they took time to teach them how to use the tech they wanted them using.
- It's like homeschool but you're not teaching blindly since you have the support of the school and staff to guide you if you have questions. I love having the availability of the teachers as well as the extra resources and learning tools they provide while making it all optional. Less stressful.
- Mrs. Schueller brings our days so much joy!
- The excitement the teachers have during the live classes.
- I appreciate the philosophy that the parent is the child's main teacher in this setting, and that most classes are optional.
- Flexibility and the choice to choose off-screen curriculum
- Some flexibility for children
- The PBL classes which combine classroom instruction with time to work independently on projects without the busy atmosphere inside the school building. Also, the understanding of the teachers and principal and their willingness to be available for questions and extra help. Everyone wants our students to be able to do their best which is really important.
- Parental choice on curriculum
- Allows flexibility with curriculum and access to teachers who can help ensure all standards are being met.
- The stipend and the flexibility.
- Accountability from teachers and response time of emails
- The positive environment that the team of teachers creates. Interaction in the zoom classes is all about building up the students!
- I love that my kid can take classes from outside providers and use that as her class.
- Flexibility to choose curriculum and work at your own pace
- Being able to choose the curriculum we use
- Caring, approachable, knowledgeable teachers

- Teachers working together and one on one with students
- Mrs. Mott. Mrs. Schueller
- Pushes my child out of her comfort zone in a positive way. My child is able to do activities she likely wouldn't be able to do.
- Being able to use the curriculum we prefer for each child. The kids are doing activities we may not be able to afford otherwise.
- The fact that we have curriculum choice.
- Striving to meet the needs of my children
- I like having the freedom to work on our own curriculum
- Kind teachers, flexibility
- I really enjoy how responsive the teachers are while also being hands off. coming from home educating without a school it was an easy transition for us.
- I appreciate being able to choose my child's curriculum.
- Getting answers when I need help
- Flexibility and the choice for off-screen curriculum.
- Great staff, readily available and easy to contact. Flexibility in curriculum and project choices.
- Flexibility, Support, and a sense of community- even through virtual learning!
- The stipend and the flexibility and helpfulness of the staff.
- Flexibility. Wide variety of curriculum choices. Great teacher teams.
- The ability to choose the curriculum and teach it in the way that works best for my child while still meeting state standards. Also, I appreciate that there are virtual class options but that they are not required. Mrs. Schueller is fabulously supportive! Also, in person field trips and art classes was a big draw to Odyssey. Hopefully we can return to that soon!
- Communication it's a lot of information especially to a new homeschool mom. But they do their best in emails and other ways to help.
- Fast response from the teacher.
- Warm, friendly, and energetic teacher for my son's morning meetings.
- We were very thankful to have this option of schooling during these unforeseen times.

➤ **What suggestions do you have for improvement?**

- None
- No suggestions! I am very pleased with all aspects of Odyssey.
- I wish there was a way for my kids to be in sports out of district. It's the only drawback. They can't participate locally or through Ripon and that may make us consider other choices as they get older. But we don't want to leave Odyssey!
- 1. Maybe more help in the office with ordering and sending outside providers payments. 2. Additional elective class offerings in HS. 3. Better list of approved curriculum for MS and HS students.
- In my opinion, the 8th grade social studies projects take way too many hours. Clearer guidance and examples and more reasonable expectations would be appreciated. 20+ hours per qtr seems excessive for 8th grade

for 1 project, in addition to my child's curriculum. That's my only concern, which says a lot for having 3 students in Odyssey. Really - we love the school!

- I feel there is a lot of testing for the elementary age. At this age we dive into a lot of hands-on learning and our own projects. With so many required tests it takes time out of our hands on learning. I feel like hands on learning is so important at this age to really explore. I can see a lot of testing at the middle and high school levels. With elementary there has to be a way to use either the forward test or I ready. I am sure a lot of homeschool families are feeling the same way. We choose homeschool so that are children are at home where they are comfortable sending them out with strangers that they are not use too and having them test for hours seems a little overwhelming for these kids at such a young age.
- To have parent access to headrush
- The I-Ready testing is very boring and hard to keep daughter engaged- even with doing small amounts at a time.
- In person field trips. Meeting up with others who attend in your area.
- The standard that the kids need to meet at the end of the quarter are kind of confusing, or hard to really understand exactly what they are looking for. I really was waiting at the end of the quarter to see if what they turned in was what was expected. I had a kid in PBL too so that helped me understand but if that had not been the case, I would have been really unsure. 2nd quarter was easier because we knew what to expect. We also used the WEN classes and found those where hard for my kids. Specifically struggled with timely communication with the teacher for one course.
- I wish Odyssey could teach more elective classes for high schoolers to get their credits because my son is worried about getting them through WEN. He likes the teachers online.
- The teachers seem like they are stretched a bit thin this year compared to last year, which is totally understandable due to the huge increase in enrollment. Hopefully, staffing levels can be increased to meet the enrollment needs in the future if necessary.
- More live class options for 5-6th grade. It looks as if the rigor of the program changes entirely between 6-7 and more prep for this in "late elementary" would be good!
- no ideas on improvements for this grade level.
- None. I love everything about this school.
- The grading and expectations of our children isn't quite clear enough. Maybe some sort or spreadsheet or form that shows what each test is to have for the children along with different examples of the semester projects so we know a baseline of what to have our children create for these specific projects.
- Clean up the request form, and instead of a google drive document have it a form that is submitted differently. It's a long and clunky form. Also, have a specific process for getting new vendors to be approved vendors.
- More community and more chances to connect with other families or students sooner in the Fal.I feel there are too many emails and messages being sent daily for the 4K-2nd grade level (compared to 3-6).
- The biggest challenge we face is navigating the technology involved with submitting assignments and forms.
- Clearer directions on whom to contact re. Certain areas of school.
- A more in depth LA class in middle school.

- Formation of parent groups in different parts of the state so when socializing is possible, friendships are made.
- Make it clearer how to see quarter and semester grades.
- I wish my son had more of a relationship with any of his classmates. We are going to try the Connect groups starting in Feb. Pre/post COVID, I'm sure in person field trips would help with this.
- Freedom of curriculum choices, more support in some classes
- I Ready math is a nightmare for all 3 of my kids. I believe that there has to be a better testing system to determine where they are at
- None at this grade level. It's been amazing!
- *Yearly schedule with off days
- *More info about what/how can be claimed (internet cost, notebooks, pencils, books)
- Experience at this grade level has been very positive.
- More standardized program than headrush
- More chances for socializing and games amongst teacher and other students. We felt like the Monday advisory meeting could have been every day of the week to get a chance to talk to someone else. More need for community or virtual clubs in the Fall. Without this sense of community amongst classmates, my child was less likely to want to join the optional online classes. My child "doesn't have any friends" at her school.
- More continuity in communication between the lower and upper elementary grades, including calendars, use of Google Classroom, and who is receiving the emails - the parent, child, or both. The two are pretty different right now and it does get a bit confusing going back & forth. It would be helpful if teachers had a better grasp of the curriculums when I have questions.
- A better list of appropriate grade level science and social studies projects. Some of the ones listed seemed more high school level than kindergarten level.
- I'm not sure I have anything at this time. I would say more encouragement for parents.

Odyssey Professional Development Log

Date	Professional Development	Location
September	Digital Tools for Student Learning - WDLC	Virtual
October	iReady Assessment Training	Virtual
November	Headrush Training	Virtual
January	WRCCS Teacher Workshops	Virtual
February	CESA 6 & Simple K12	Virtual
March	Literacy- CESA 6	Virtual
April	ISN Conference	Virtual
May	WDLC Digital Learning	Virtual
July	WRCCS Conference	Virtual

Governance Council Meeting Dates (minutes attached)

<u>June 3rd (annual meeting)</u>			<u>September 21</u>
<u>October 19</u>	<u>November 16</u>	<u>December 14</u>	<u>January 18</u>
<u>February 1</u>	<u>March 22</u>	<u>April 19</u>	<u>May 17</u>

Section IV: Financial Performance of Charter Schools

Each charter school in the Ripon Area School District has direct and estimated indirect costs. Certain expenses listed below were spent directly on the charter school operations. In addition to the direct expenses, each charter school was assigned a percentage of district-wide costs based on the percentage of district-wide enrollment, except for Barlow Park Charter School. For Barlow Park Charter, which opened in the 2020-21 school year, costs are based on direct costs only with 1.0% of salaries and fringe benefits of the superintendent, curriculum director, and business manager assigned as indirect costs.

Direct costs are used for the following expenditures: Undifferentiated Curriculum (110000), Regular Curriculum (120000), Vocational Curriculum (130000), Physical Curriculum (140000), Building Administration (240000), and General Operations (253000).

Estimated indirect costs were used for many but not all district-wide expenses, including the following: Special Education (Function 150000), Co-Curricular Activities (160000), Guidance Services (213000), Health Services (214000), Psychological Services (215000), Curriculum Development (221200), General Administration (230000), Direction of Business (251000), Business Services (252000), Pupil Transportation (256000), Food Services (257000), and Central Services, including Technology (260000).

Journey Charter:

Direct expenditures: \$810,613
Estimated indirect expenditures: \$561,966

Quest Charter:

Direct expenditures: \$782,936
Estimated indirect expenditures: \$526,820

Catalyst Charter:

Direct expenditures: \$445,223
Estimated indirect expenditures: \$310,955

Barlow Park Charter (Opened in 2020-21):

Direct expenditures: \$137,694
Estimated indirect expenditures: \$4,682.13

Odyssey Academy of Virtual Learning (Opened in 2019-20)

Direct expenditures: \$621,025
Estimated indirect expenditures: \$442,080

Section V: Other Contract Terms and Expectations

(Optional) - Not applicable

Section VI: Authorizer Operating Costs

See completed audited Schedule of Charter School Authorizer Operating Costs in the charts below.

RIPON AREA SCHOOL DISTRICT

CATALYST CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

FISCAL YEAR ENDING JUNE 30, 2021

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$3,763
EMPLOYEE BENEFITS	200	1,084
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
TOTAL		\$ 4,847

These costs include 1.00% of the salary and benefit expenses paid for the superintendent, curriculum director, and business manager.

RIPON AREA SCHOOL DISTRICT

JOURNEY CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

FISCAL YEAR ENDING JUNE 30, 2021

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$3,763
EMPLOYEE BENEFITS	200	1,084
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
TOTAL		\$ 4,847

These costs include 1.00% of the salary and benefit expenses paid for the superintendent, curriculum director, and business manager.

RIPON AREA SCHOOL DISTRICT

BARLOW PARK CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

FISCAL YEAR ENDING JUNE 30, 2021

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$3,763
EMPLOYEE BENEFITS	200	1,084
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
TOTAL		\$ 4,847

These costs include 1.00% of the salary and benefit expenses paid for the superintendent, curriculum director, and business manager.

RIPON AREA SCHOOL DISTRICT
ODYSSEY ACADEMY OF VIRTUAL LEARNING CHARTER SCHOOL
SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS
FISCAL YEAR ENDING JUNE 30, 2021

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$3,763
EMPLOYEE BENEFITS	200	1,084
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
TOTAL		\$ 4,847

These costs include 1.00% of the salary and benefit expenses paid for the superintendent, curriculum director, and business manager.

RIPON AREA SCHOOL DISTRICT

QUEST CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

FISCAL YEAR ENDING JUNE 30, 2021

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$3,763
EMPLOYEE BENEFITS	200	1,084
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
TOTAL		\$ 4,847

These costs include 1.00% of the salary and benefit expenses paid for the superintendent, curriculum director, and business manager.

Section VII: Services Provided to Charter Schools

RIPON AREA SCHOOL DISTRICT SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS FISCAL YEAR ENDING JUNE 30, 2021

SERVICES PROVIDED	FUNCTION CODE	COST
UNDIFFERENTIATED CURRICULUM	110000	\$3,049,155
REGULAR CURRICULUM	120000	604,572
VOCATIONAL CURRICULUM	130000	31,046
PHYSICAL CURRICULUM	140000	112,697
SPECIAL EDUCATION*	150000	982,782
CO-CURRICULAR ACTIVITIES*	160000	112,205
OTHER SPECIAL NEEDS*	170000	82,519
PUPIL SERVICES*	210000	513,133
INSTRUCTIONAL STAFF SERVICES*	220000	534,869
GENERAL ADMINISTRATION*	230000	220,855
BUILDING ADMINISTRATION*	240000	280,034
BUSINESS ADMINISTRATION*	250000	1,899,150
CENTRAL SERVICES*	260000	262,869
TOTAL		\$8,685,886

**Descriptions with an asterisk (*) use estimated costs based on charter school enrollments as of the 3rd Friday in September. Charter school students (926 students) represented 47.46% of the district student enrollment (1,951), and these costs have been calculated based on that percentage of total costs.*